# Stage 1 Child Studies

**ASSESSMENT 1 – PRACTICAL ACTIVITY**

**Pre-natal teaching aid**

**Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children**

**Description of assessment**

*“Children of all ages, from infants to adolescents, have a great need for educational and emotional support during their mother’s pregnancy” (Her HealthCare, 2010)*

A child who is up to the age of 8 years is going to get a new baby brother or sister. The parents want to share the pregnancy with the child in order to ***educate them and care for their emotional well being***.

***Research the pre-natal changes to the developing foetus, and the cognitive and emotional development of children and create an appropriate teaching aid to help the child to understand what is happening during the pregnancy.***

You will need to decide the most appropriate format for your teaching aid. It needs to be age appropriate and suit the developmental stage of the child. It needs to engage children and contain and relevant information.

There are THREE parts to the assessment:

1. Action plan
2. Practical
3. Individual Evaluation Report
4. **Action Plan (400 words / 3 mins)**

Before you begin planning your teaching aid, consider the ***factors that will impact on the decision*** of what you will make and how you will construct your teaching aid.

Prepare an action plan which includes:

* A discussion about the factors that will influence the decision of what you will make
* ***The decision of what you will make***
* An explanation of WHY you made the decision related to the factors you identified and discussed
* A brief overview of how you are going to go about making your chosen teaching aid.

1. **Practical**

Make your chosen teaching aid:

* Safely using appropriate technology.
* Applying appropriate skills to the best of your ability.
* Taking care to produce a product of the highest quality you can.
* Photographing the construction process, demonstrating your application of skills, appropriate use of technology and safe management practices.

1. **Individual Evaluation Report (400 words / 3 mins)**

When you have finished making your teaching aid, **write an evaluation** a

* reflect on ***your performance*** in relation to the ***processes and outcomes*** of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* consider ***possible improvements*** you could make? What would they be?

**Assessment Conditions**

The action plan and evaluation may be presented in written, oral, or multimodal form. **Each** action plan and evaluation should be a **maximum of 400 words** if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

**FINAL GRADE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Performance Standards for Stage 1 Child Studies

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. |

P3 Justification of decisions about problem-solving and implementation strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. |

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. |

PA2 Selection and use of appropriate technology for practical activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Logical selection and use of appropriate technology for practical activities. | Mostly logical selection and use of appropriate technology for practical activities. | Appropriate selection and use of technology for practical activities | Identification and some use of technology for practical activities | Limited use of technology in practical activities. |

PA3 Application of knowledge and practical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills. |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. |

**RESULT: A B C D E Weighting 25%**